

## Evaluation

**Notes on Use:** Types of learning evaluation questions are:

- 1) Narrative
- 2) Fill in the blank/sentence completion
- 3) True-False

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

The lesson draws together information from different strands: environment, natural resources, peacekeeping. Much is new. Consider learning evaluation with the class as a group, not individually.

- Use “call and response” – call a question, get people to build on each other’s responses. This is not brainstorming, which goes fast. Encourage people to take time, think about each question.
- Different responses are correct for many questions – take one response from each table until the question is answered. Encourage people to add more points, especially from peacekeeping experience. Use information in the Responses column to prompt.

Evaluation Questions for Lesson 3.5	
Questions	Answers
<b>Narrative</b> <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Explain main connections between the environment and peacekeeping.  <i>Learners will give different answers, and use their own words. Evaluate for at least two key points in each category, for questions 1 and 2.</i>	<b>Life connection</b> <ul style="list-style-type: none"> <li>▪ What people do affects the environment, including in peacekeeping contexts.</li> <li>▪ The environment sustains life, including in hot countries and missions.</li> <li>▪ The connection is close – what happens to one changes the other.</li> <li>▪ Taking good care of the environment is common sense because otherwise we suffer.</li> <li>▪ Human activity is changing our</li> </ul>

	<p>environment, with global warming. Every person needs to develop an environmental consciousness and conserving practices.</p> <p><b>Peacekeeping connection</b></p> <ul style="list-style-type: none"> <li>▪ The UN commits to reducing its environmental impact. It addresses climate change, deforestation, other environmental issues – has to walk the talk on environmental protection, including in peacekeeping missions.</li> <li>▪ When peacekeepers join the UN, as staff they take on responsibility to support these all UN obligations, including on the environment.</li> <li>▪ Peacekeeping missions use more environmental resources than any other work in the UN. The footprint is big.             <ul style="list-style-type: none"> <li>- Transportation, fuel, water, waste, building materials, energy: they add up to a heavy load, on already fragile countries recovering from conflict.</li> <li>- The UN has to be part of solutions, not another big problem.</li> <li>- The UN often deploys peacekeepers to fragile environments with scarce natural resources. Actions that would not have severe impact on resilient environments badly affect fragile ones.</li> <li>- Room for improvement - everyone needs to help.</li> </ul> </li> </ul>
<p>2. Explain main connections between natural resources and peacekeeping.</p>	<p><b>Natural resources connection</b></p> <ul style="list-style-type: none"> <li>▪ Many conflicts start over natural resources: land, water, energy, oil, gems.</li> <li>▪ Illegal sale of natural resources fund others: oil, gold, gems.</li> <li>▪ Conditions of mining blood resources are inhuman: slavery, forced labour, exploitation and violations of people's rights.</li> <li>▪ Terrorist groups raise money by selling natural and cultural resources, antiquities.</li> <li>▪ The UN often deploys peacekeeping</li> </ul>

	<p>missions with fragile, degraded environments affected by climate change.</p> <ul style="list-style-type: none"> <li>▪ Being aware of how natural resources fuel conflict keeps peacekeepers from unknowingly supporting crime, conflict and destruction by buying them, e.g. diamonds, antiquities.</li> </ul>
<p>3. How can mission operations negatively affect a local environment, health and safety of local people?</p>	<p><b>Examples</b></p> <p><b>Hazardous waste from UN vehicles affect water</b></p> <ul style="list-style-type: none"> <li>▪ soil pollution from UN vehicles – diesel or lubricants – can seep into the ground and reach the water table</li> <li>▪ local people may draw water from a well in the same water table contaminated by a mission's hazardous waste</li> </ul> <p><b>Construction needs accelerate deforestation</b></p> <ul style="list-style-type: none"> <li>▪ mission need for building materials can increase wood cutting for charcoal to make bricks (Darfur example: different kind of brick, positive environmental impact).</li> </ul>
<p>4. Who has specific responsibility in a mission for environmental policy, objectives and control measures?</p>	<p><b>All personnel:</b> from the top;</p> <ul style="list-style-type: none"> <li>▪ USGs DPKO and DFS,</li> <li>▪ SRSG/HOM,</li> <li>▪ Force Commander,</li> <li>▪ Head of Police Component,</li> <li>▪ DMS/CMS, Appointed Official in Military,</li> <li>▪ Appointed Official in Police,</li> <li>▪ Environmental Officer,</li> <li>▪ Waste Management Officer,</li> <li>▪ Medical,</li> <li>▪ Engineering,</li> <li>▪ PDU,</li> <li>▪ CMU</li> <li>▪ All personnel.</li> </ul>
<p>5. Describe the waste management policy for UN field missions.</p>	<p>The UN takes full responsibility for its waste.</p> <ul style="list-style-type: none"> <li>▪ Proper waste management through a mission's life cycle is important;             <ul style="list-style-type: none"> <li>- reduces costs</li> <li>- helps protect the environment in all mission and UN activities</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- improves health and safety – mission and local people</li> <li>- improves mission management , at each stage of mission cycle</li> <li>▪ Reduce quantity brought to mission</li> <li>▪ Prevent wasting goods in mission</li> <li>▪ Reuse, recycle, repurpose waste</li> <li>▪ Properly dispose of remaining waste</li> </ul>
<p>6. What does the Code of Personal Conduct for Blue Helmets (military and police) say about the environment?</p>	<p><i>“Show respect for and promote the environment, including the flora and fauna, of the host country.”</i></p>
<p>7. The UN has three policies and directives on the environment. What are they? Why is it important for peacekeepers to know these?</p> <p>This question is not about policy content: a) identify the policies b) explain why they exist.</p> <p>The goal is to think about purpose and facts. Separate evaluation questions cover the content on policy.</p>	<ol style="list-style-type: none"> <li>1. Environmental Policy for UN Field Missions (Ref.2009.6)</li> <li>2. Waste Management Policy for UN Field Missions (Ref.2015.6)</li> <li>3. The Code of Personal Conduct for Blue Helmets (military and police) includes <i>“Show respect for and promote the environment, including the flora and fauna, of the host country”</i>.</li> </ol> <p>Why important?</p> <ul style="list-style-type: none"> <li>▪ because the policy directs “ALL personnel” <i>to conduct themselves in accordance with the policy:</i></li> <li>▪ supporting it also supports the mission in key results areas:             <ol style="list-style-type: none"> <li>1. improve environmental impact;</li> <li>2. protect health and safety of UN staff and local community</li> <li>3. improve public perception and UN reputation</li> <li>4. ensure legal compliance</li> <li>5. lead by example</li> </ol> </li> <li>▪ the UN asks all staff to know and follow all policy that applies to their work. Even without explicit direction to ALL personnel, the UN expects peacekeepers to be familiar with doctrine that applies to their work and mission.</li> </ul> <p>Doctrine means all the principles, positions and policy of the UN that guide peacekeeping:</p> <ul style="list-style-type: none"> <li>- policy,</li> <li>- procedures,</li> <li>- SOPs,</li> </ul>

	<ul style="list-style-type: none"> <li>- guidance,</li> <li>- instructions,</li> <li>- directives,</li> <li>- mandates,</li> <li>- conventions,</li> <li>- treaties,</li> <li>- agreements.</li> </ul> <p>Remind people that these continue back to the UN Charter, include international law and mission-specific agreements. Core pre-deployment training introduces peacekeepers to essential ones. Others reinforce the basics.</p> <p><b>One reason the UN has continuous learning as a core competency is because staff have to learn a lot, which takes time.</b></p> <p>Although the Code of Personal Conduct for Blue Helmets does not apply directly to civilians, knowing it helps strengthen collective resolve for environmental protection.</p>
<p>8. List areas of UN peacekeeping environmental impact.</p>	<ul style="list-style-type: none"> <li>▪ Water</li> <li>▪ Energy</li> <li>▪ Solid and hazardous waste</li> <li>▪ Wastewater – blackwater, greywater</li> <li>▪ Wildlife</li> <li>▪ Coastal and island resources</li> <li>▪ Historical and cultural resources</li> </ul>
<p>9. Give examples of solid waste and hazardous waste from peacekeeping missions.</p>	<p><b>Solid waste</b></p> <ul style="list-style-type: none"> <li>▪ office refuse</li> <li>▪ construction debris</li> <li>▪ scrap metal</li> <li>▪ food refuse</li> </ul> <p><b>Hazardous waste</b></p> <ul style="list-style-type: none"> <li>▪ medical products</li> <li>▪ used oil</li> <li>▪ tires</li> <li>▪ batteries</li> <li>▪ electronic waste</li> <li>▪ stocks of chemicals, explosives, ammunition</li> </ul>
<p>10. Five environmental areas are crucial for a peacekeeping mission and peacekeepers to address. Name them and several points about each.</p>	<p><b>Water, Waste, Energy</b></p> <ul style="list-style-type: none"> <li>▪ careful site selection, building orientation in camp design</li> <li>▪ Waste Water Treatment Plants – recycling water: about 400 installed globally</li> </ul>

	<ul style="list-style-type: none"> <li>▪ hybrid generators reduce fuel, emissions, waste</li> <li>▪ hand-over low-impact equipment and facilities to host country when exit</li> <li>▪ solar water heaters</li> </ul> <p><b>Wildlife and Plants – Flora and Fauna</b></p> <ul style="list-style-type: none"> <li>▪ conserving these benefits well-being</li> <li>▪ diverse ecosystems are healthiest – protect native diversity</li> <li>▪ avoid wildlife crime, poachers, illicit trade of endangered species</li> <li>▪ no unregulated hunting or fishing, purchase of dead or alive animals, plants</li> <li>▪ no construction of structures that block wildlife corridors or clearing of natural habitats</li> </ul> <p><b>Waste Management</b></p> <ul style="list-style-type: none"> <li>▪ store hazardous materials properly             <ul style="list-style-type: none"> <li>- mark areas as flammable and hazardous</li> <li>- closed drum containers with contents marked</li> <li>- drums protected against soil contamination</li> </ul> </li> <li>▪ waste disposal sites managed – secure area, deter scavengers</li> <li>▪ waste volume</li> </ul> <p><b>Fuel Efficiency and Renewables</b></p> <ul style="list-style-type: none"> <li>▪ increase energy efficiency</li> <li>▪ use renewables – for cost savings, cleaner air, reduced greenhouse gas emissions</li> </ul> <p><b>Carbon Footprint</b></p> <ul style="list-style-type: none"> <li>▪ efficiency and renewables to reduce greenhouse gas emissions</li> <li>▪ includes three kinds of air travel – UN fleet, troop rotation, and commercial</li> <li>▪ peacekeeping accounts for more than 56% of UN total greenhouse gases</li> </ul>
<p>11. What is “Greening the Blue Helmets”?</p>	<ul style="list-style-type: none"> <li>▪ a motto</li> <li>▪ UN commitment to ensure peacekeepers have a lasting and positive impact, not a negative one</li> </ul>

<p>12. Explain how environmental cooperation can be effective for peacekeeping, with examples.</p>	<p>Peacekeeping operations can capitalize on natural and cultural resources as part of stability and early peacebuilding, through:</p> <ul style="list-style-type: none"> <li>- employment on environmental projects;</li> <li>- livelihoods;</li> <li>- economic recovery</li> <li>- reconciliation</li> </ul> <p><b>Examples</b>  <b>MINUSMA, Mali:</b> first mission mandated to:</p> <ol style="list-style-type: none"> <li>a) manage environmental impact, and</li> <li>b) operate mindfully near cultural and historic sites</li> </ol> <p><b>UNAMA, Afghanistan:</b> pistachio reforestation, livelihood to ex-combatants and vulnerable people</p> <p><b>UNIFIL, Lebanon:</b> reforestation of mixed tree species – helped fruit production, beekeeping, community with shared green space and confidence building</p>
<p>13. Explain how natural resources are conflict drivers, and give examples.</p>	<ul style="list-style-type: none"> <li>▪ Conflicts start over natural resources.</li> <li>▪ Money from natural resources can fund violent conflicts.</li> <li>▪ Disagreements over scarce natural resources can fuel violent conflicts, delay peace.</li> <li>▪ Environmental damage and people being marginalized motivate conflict, especially when natural resource extraction brings people no benefits: e.g.: Bougainville and Niger Delta</li> <li>▪ Since 1948, the UN has deployed 19 peacekeeping missions to address conflict linked to natural resources. It deployed 9 current ones since 2000.</li> <li>▪ The resources – commodities with value:             <ul style="list-style-type: none"> <li>- diamonds</li> <li>- timber</li> <li>- minerals</li> <li>- land</li> <li>- water</li> <li>- oil</li> </ul> </li> <li>▪ The countries with “conflict resources”             <ul style="list-style-type: none"> <li>- Cambodia</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Democratic Republic of Congo</li> <li>- Core d'Ivoire</li> <li>- Liberia</li> <li>- Sierra Leone</li> <li>▪ Climate change – warming</li> </ul> <p>The UN has to safeguard against degrading or exploiting water, land, minerals, air, timber, wildlife, cultural and historical heritage:</p> <ol style="list-style-type: none"> <li>a) it's the right thing to do</li> <li>b) it avoids worsening conflict</li> <li>c) it protects livelihood, health and safety of local people</li> </ol>
<p>14. Describe different kinds of cultural resources, heritage.</p>	<p><b>Intangible cultural resources</b></p> <ul style="list-style-type: none"> <li>▪ paintings, sculptures, coins, manuscripts</li> </ul> <p><b>Tangible cultural resources</b></p> <ul style="list-style-type: none"> <li>▪ <b>Not moveable:</b> monuments, archeological sites</li> <li>▪ <b>Moveable:</b> monuments, archeological sites</li> <li>▪ <b>Underwater:</b> shipwrecks, underwater reefs, ships and cities</li> </ul>
<p><b>Fill in the Blanks</b></p>	
<p>1. The four “Rs” of environmental management are ____, ____, ____, ____.</p>	<p><b>Reduce</b> <b>Reuse</b> <b>Recycle</b> <b>Recover</b></p> <p>Learners may also answer:</p> <ul style="list-style-type: none"> <li>▪ <b>Reject</b> – <i>don't buy or use products that harm the environment</i></li> <li>▪ <b>Repurpose</b> – <i>adapt things to another use when you don't need it anymore</i></li> </ul>
<p>2. Three benefits of reducing peacekeeping's environmental impact are: _____, _____, and _____.</p>	<ul style="list-style-type: none"> <li>▪ saves money for the mission, UN, Member States</li> <li>▪ improves safety and security for local people and communities, as well as for UN peacekeeping personnel</li> <li>▪ raise operational excellence</li> </ul>
<p>3. _____ means those who cause pollution should pay for the costs to clean up and repair damage done.</p>	<p>Polluter pays or polluter pay</p>
<p>4. Missions mostly rely on _____ and _____ for fuel, energy.</p>	<ul style="list-style-type: none"> <li>▪ Petrol and diesel fuel for generators and the 17,000 vehicle fleet</li> <li>▪ jet A1 fuel for 257 UN aircraft</li> </ul> <p>Fuel is a big cost for UN peacekeeping.</p>

<p>5. The _____ principle requires peacekeepers to not overconsume, misuse or pollute natural and cultural resources.</p>	<p><b>Do no harm principle</b></p> <p>This covers large and small acts:</p> <ul style="list-style-type: none"> <li>▪ not littering or idling vehicles</li> <li>▪ keeping a small environmental foot print</li> <li>▪ avoiding buying illegal conflict resources or cultural artifacts.</li> </ul> <p>Set a good example.</p>
<p>6. _____ are sources of basic life, wealth and well-being.</p>	<p>Natural resources – water, air, soil, land, trees, minerals.</p>
<p><b>True – False</b></p>	
<p>1. Every field mission has to have an environmental policy, objectives and control measures.</p>	<p><b>True.</b></p> <p>These include mission-level policies, directives, SOPs, Action Plans, and Committees.</p>
<p>2. Waste management is not an issue in field missions until the peacekeeping operation is getting ready to exit.</p>	<p><b>False</b></p> <p>Waste management is a priority through the full life cycle of a peacekeeping mission. This is about health and safety, as well as environmental protection.</p> <p>Every mission must:</p> <ol style="list-style-type: none"> <li>1. reduce potential waste brought to the mission;</li> <li>2. properly manage goods so to prevent them from becoming waste;</li> <li>3. reusing, recycling, repurposing all possible waste;</li> <li>4. properly dispose off any waste left.</li> </ol>
<p>3. Part of every peacekeeper's job is acting responsibly towards the environment.</p>	<p><b>True.</b></p> <p>The High-Level Independent Panel on Peace Operations ...</p>
<p>4. A peacekeeping operation does not affect a local environment more than local people.</p>	<p><b>False</b></p> <p>Mission impact can be greater:</p> <ul style="list-style-type: none"> <li>▪ numbers of people, concentrated in one place</li> <li>▪ amount of water needed and waste</li> <li>▪ quantity of buildings and vehicles</li> <li>▪ amount of movement and travel, fuel</li> </ul>
<p>5. Environmental management guidance for peacekeeping personnel does not cover things like littering, or idling vehicles.</p>	<p><b>False.</b></p> <p>Guidance covers respect for the environment in all ways, large and small. No act is too small. Local people notice inaction or inattention, even in things like</p>

	<p>littering or idling vehicles. Such behaviour shows disrespect to local people as well as to the environment.  <b>They negatively affect people's perception of the mission as a good partner.</b></p>
<p>6. The trend is for the Security Council to give peacekeeping missions more systematic mandates on environmental cooperation for peacebuilding.</p>	<p><b>True</b></p> <p>More systematic mandates are direct and indirect.</p> <p>Recent mandates strengthen missions on environmental cooperation for peacebuilding.</p> <p>These mandates are separate from environmental management policies that apply to how missions operate.</p>
<p>7. All natural resources are renewable, can be renewed.</p>	<p><b>False</b></p> <p>Some natural resources are renewable – trees, living things. Populations can grow back.</p> <p>Some natural resources are not renewable – or renewal takes so long that for human purposes they are non-renewable, e.g. oil and gas.</p>